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| **EVALUATION** |

1. **Scored Practice Assessments for Each Norm-Referenced Test: 10%**

To gain the *required practice* with the assessments prior to administering them in the clinic, you will be expected to administer/score each test at least two times. According to the schedule on the syllabus, practice assessments will be completed in two ways: 1) as a whole class assignment; and, 2) with your clinic partner or, if necessary, another volunteer.

1. **Reading/Writing Assessment Portfolio and Report\*: 50%**

Teams consisting of two students in RDG 568 will spend part of several class sessions at SCSU conducting a diagnostic evaluation of one school-age child with learning problems. **Results of the evaluation are provided in a written case study report that is prepared by each team of SCSU students. This report derives a shared grade.**  The draft and final copy are weighted as follows: **20% & 30%.** A template for the assessment report (word processed) for parents will be provided, and sections of the report will be drafted in conjunction with the clinic sessions.

**4)Case Presentation 10%**

Cases will be presented in class for discussion at the end of the semester. This requirement will enable each team to demonstrate their ability to communicate assessment data and information to colleagues and others. For this assignment, develop a bulleted list of talking points in your report that describe what you have learned about the reading and writing skills of your student (by domain, do not report individual scores for every test administered), his/her strengths and needs, and instructional recommendations. Talking points will be turned in.

1. **Team Collaboration 5%**

Each member of the team will receive a collaboration grade for his/her ability to work productively and professionally with one another during the clinic sessions and report writing. The overall quality of the assessment, report, and parent conference largely depends upon your ability to support one another, carefully observe and discuss reading and writing issues during testing sessions, communicate respectfully, problem-solve, and equally share the work.

**6) Class Attendance & Participation 15%**

Attendance and informed participation in weekly workshops are required for each class session. Also, during the case presentations, you are expected to give feedback to all other diagnostic teams so that they may use this information to strengthen their final drafts of the diagnostic report.

1. **Written Reflection (3-5 pages) 10%**

The reflection has three key elements.

* First, reflect on your experience working with a student in the diagnostic clinic. Focus on the importance of using assessment to inform reading instruction for an individual student (evidence-based needs).
* Second, identify insights/new questions you have in relation to evaluating students (including English learners) using multiple assessments, communicating information to teachers and/or parents, selecting classroom materials, and planning instruction.
* Identify and briefly describe one additional resource and one additional test (not used in this class) that relate to literacy assessment.

**Course Schedule (shaded rows indicate diagnostic session with student)**

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| **Date** | **Topic** |
| 8/28/13  (1) | 1. Course Introduction 2. Knowledge Rating Scale: Assessments 3. Ethical Practice & Responsibilities 4. Purposes of Assessment\* 5. Getting Started with Assessment   Evaluating reading affect  **Workshop**   1. Surveys – Elementary Reading Attitude Survey (ERAS); Motivation to Read 2. Interest Interviews 3. Parent Interview |
| 9/04/13  (2) | Interactive View of Reading & Writing  Diagnostic Report Writing: Discuss & Review of Template   1. Evaluating Developmental Reading 2. Phonological processing: 3. Evaluating Emergent & Basic Skills 4. Early Literacy 5. Letter & Sound Knowledge, Word Patterns   **Workshop**   1. Comprehensive Test of Phon. Processing (CTOPP) 2. QRI (Early Literacy Assessments) |
| 9/11/13  (3) | Evaluating Emergent & Basic Skills  1. Letter & Sound Knowledge, Word Patterns  2. Spelling  **Workshop**  1. CORE Phonics Survey  2. Test of Written Spelling  3. BRI:  a. Word Lists  4.Assessment: Test of Word Reading Efficiency (TOWRE - 2)  5. Woodcock Reading Mastery Test-R (WRMT)   1. Word Identification subtest 2. Word Attack subtest |
| 9/18/13  (4) | Evaluating word reading accuracy, reading rate, fluency (oral, silent), oral/silent reading comprehension, listening comprehension  **Workshop**   1. Gray Oral Reading Test-5 2. Test of Silent Word Reading Fluency 3. Test of Contextual Silent Reading Fluency 4. BRI (oral and/or silent reading passages, listening level as appl.) 5. Woodcock Reading Mastery Test (WRMT) - Comprehension Cluster |
| 9/25/13  (5) | Evaluating vocabulary & writing, and spelling  **Workshop**   1. Peabody Picture Vocabulary Test - 4 2. Test of Reading Comprehension (relational vocabulary & sentence completion) 3. Test of Written Language -3 (Spontaneous Writing subtests) *or* Test of Early Written Language (selected subtests) |
| 10/2/13  (6) | Review of Assessments to Date |
| 10/9/13  (7) | **Diagnostic Session/Guided Assessment (5:15 – 6:45 PM)**   * Student Questionnaire & Attitude/Motivation Survey * WRMT -R (Basic Skills Cluster) * CORE Phonics Survey * PPVT III * Parent Interview |
| 10/16/13  (8) | **Diagnostic Session/Guided Assessment (5:15 – 6:45 PM)**   * Comprehensive Test of Phonological Processing (CTOPP) * Test of Word Reading Efficiency (TOWRE) * Test of Silent Word Reading Fluency * Test of Written Spelling |
| 10/23/13  (9) | **Diagnostic Session/Guided Assessment (5:15 – 6:45 PM)**   * Gray Oral Reading Test (GORT-5) * TORC (vocab subtests only) |
| 10/30/13  (10) | Reviewing and Analyzing Results  Developing a Hypothesis/Interpretation  Generating Recommendations to Date |
| 11/6/13  (11) | **Diagnostic Session/Guided Assessment (5:15 – 6:45 PM)**   * BRI * Test of Written Language (selected subtests) |
| 11/13/13  (12) | **Diagnostic Session/Guided Assessment (5:15 – 6:45 PM)**   * Test of Contextual Silent Reading Fluency * WRMT -R (Comprehension Cluster) * Student Feedback Questionnaire |
| 11/20/13  (13) | Revise/Edit First Draft Reports |
| 12/04/13  (14) | Team Planning for Case Presentation/Parent Conferences  Case Presentations |
| 12/11/13  (15) | Parent Conferences\*  Update Student Folders (Report and Assessments)  ***\*Arrive in class early enough to sign copies of final report.*** |

**IMPORTANT NOTE:**

Your final grade for this course will be calculated once reports are uploaded to TK20. Any student who does not upload the final report to TK 20 by the deadline will receive an incomplete.